

*The* **H** *Magazine for the Christian Home*  
**Hearthstone**



- ***What Shall I Tell Them About Mixed Marriages?***  
—***Douglas G. McKenzie***
- ***Look Who's Camping Out—Beth M. Applegate***

**JUNE, 1959 — 25c**



# The Magazine for the Christian Home

# Hearthstone

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### "June, June, June!"

June is the generally accepted time for graduation, for weddings, and for outdoor excursions or camping. Readers will find all three are of concern in this issue.

After the graduation—what? Parents will discover that their son and daughter will need the wise counsel of adults when deciding upon a lifetime occupation. Marvin R. Koller emphasizes this in "Parents Are Vocational Guides," listing some ten principles for guidelines that parents should keep in mind.

Jobs undertaken while a beginner in high school can be a step in the direction of choosing a vocation. When the young son or daughter first starts to work, thoughtful parents try to project their minds back to the time when the Mother first clerked in a 5¢ and 1¢ store and Father was errand boy for the corner grocery, at fifty cents a week. These were their after-school jobs in their early teens. They remember some of the hardships encountered, but probably remember most of all the joy of actually earning some money of their very own. Times have changed and certainly we don't want our children to make all of the same mistakes. So we recommend in this connection some real guidance in the article, "Earning and Learning" by Christine B. MacKenzie.

What are some of the problems involved when Catholics and Protestants marry? According to Douglas G. McKenzie in "What Shall I Tell Them About Mixed Marriages?" there are a number of difficulties. Furthermore, there is a rapid increase in the number of Roman Catholic and Protestant marriages. Such increases mean that more and more homes will be affected in one way or another in the problem of interfaith marriages. Read this timely and factual treatment.

You may be attending a church that is emphasizing the importance of making a will and the importance of remembering the church in the will. If you will welcome the article, "The Immortality of the Material," by Rolland H. Sheafor. Here is a basic area of guardianship that far too many homes regrettably overlooked.

"Good Taste in Music" has to begin early in life as Mary Peacock points out. Read her article to discover how a well-rounded balance of various types of good music may come to be appreciated.

Coming next month: "Enthusiasm Co-operation"; "These Say 'No' to Alcohol"; and "God Gives Help for Sensitive Role."

Until then,

E. C.

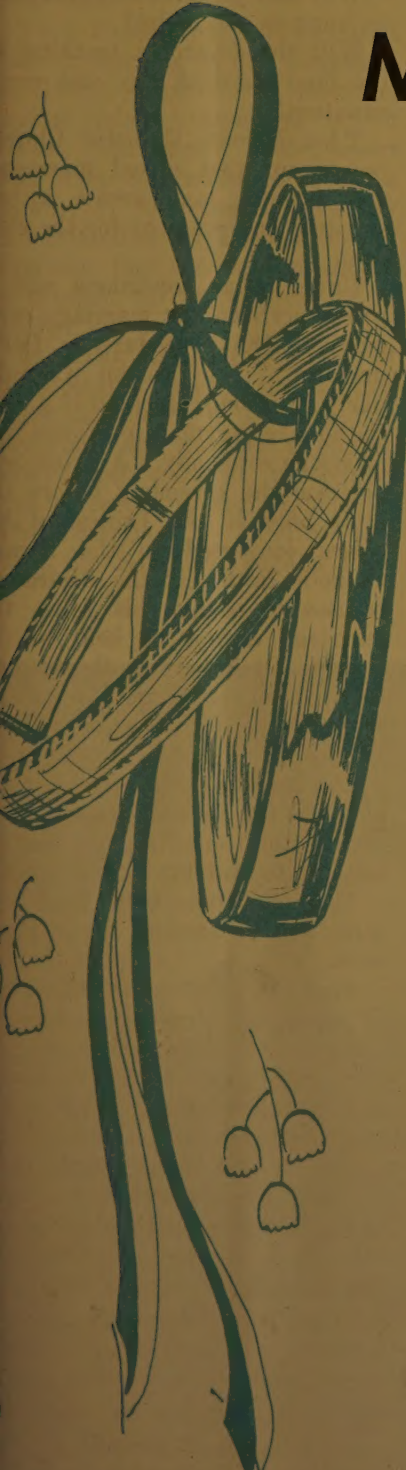


# *What Shall I Tell Them About*

## MIXED MARRIAGES?

Some facts about Catholic-Protestant marriages

*by Douglas G. McKenzie*



THE ISSUE OF mixed marriages creates a tough problem for parents. On one hand it is hard for them to get factual information from the religious bodies whose interests are involved in the problem. On the other hand, it is hard for parents to understand the theological arguments for and against mixed marriage. So, when Betty says to her parents, "But why can't I date or marry a Roman Catholic?" they find the question catches them unaware.

The Roman Catholic Church bases its teaching concerning mixed marriage on practices dating from very early times. It tried to stop its members from marrying infidels, that is, those who worshiped other gods, and heretics, that is, those who disagreed with the Church on theological matters. In the sixteenth century, when the church was shaken by the Protestant Reformation, mixed marriages were declared invalid. Since then, during the last four centuries, the Roman Catholic Church has found it difficult to enforce this ban, especially in modern suburbia. Mixed marriages between Roman Catholics and Protestants are increasing rapidly. Father John L. Thomas, of St. Louis University, says that three out of every ten marriages performed by the Roman Catholic Church are interfaith ones. Other studies show that another 12 to 25 per cent of marriages involving Roman Catholics are without the Church's sanction. Together these two sets of facts show that at least one-half of all Roman Catholics marry outside their Church. (James H. S. Bossard, making a nation-wide survey for the Lutheran Church, says that 58 per cent of Protestants marry outside their faith.)

How successful are these interfaith marriages? One study showed that when both partners of a marriage are Protestant, 6.8 per cent of them were separated; when both are Roman Catholic, 6.4 per cent were separated, but when marriages are





photo by erb

After the marriage ceremony in the Catholic wedding, the placing of the bouquet on the altar of the blessed Virgin Mary symbolizes the dedication of the couple's married life to her. It is not the custom in a mixed marriage for this ceremony to take place, but if requested the priest may sometimes allow it.

mixed, the figure jumped to 15.2 per cent.

How do interfaith marriages come about?

Betty is an attractive young girl who meets John at a party. He is upright and persuasive, and, after several months of steady dating, she finds that she cannot resist his sincere, "I love you, Betty." In the best-foot-forward days of the courtship that follows they are completely wrapped up with each other in a purple haze of romantic love. The parents do not object to Betty's relationship with John since he seems to be a good, hard-working fellow who treats them with respect. In due time the marriage date is set. Then Betty is shocked to find that a dozen problems surround her. When her parents find out that John is a Roman Catholic they suddenly discover religious scruples long neglected. They plead with Betty to end the affair. Betty is loyal, and

she tells them that with her John's love comes first. She marries John in an atmosphere of sad re-erimination.

The Roman Catholic Church takes a consistent, tough-minded attitude toward mixed marriages. It says that theirs is the only true church, and for that reason there can be no equality of religions. Furthermore, children born of mixed marriages face the possibility of confusion as to their religious heritage, unless the non-Catholic parent embraces the Catholic faith. The parents may be denied certain ministrations of the Church in life and death.

The Roman Catholic Church also teaches that, in a mixed marriage, the Catholic party faces the possibility of disagreement with the non-Catholic party on the following issues:

Will the children be sent to a parochial or public school?

Which Bible will be used in the

home?

What kind of prayers will said in the home?

How much will the Catholic party give to the Church?

Will the partners practice birth control?

Will the family abstain from, eat, meat on Friday?

Will holy pictures and crucifix be hung in the house?

Will the Church's teaching the final word in any and every situation?

The Roman Catholic Church points out that mixed marriages are unstable, and create a bad spiritual environment for the children.

Under what conditions will a priest perform the marriage ceremony? The procedure is fairly uniform. The Roman Catholic party is excommunicated if a non-Catholic clergyman performs the marriage ceremony. A priest will perform the ceremony before the altar only if the Protestant comes converted to the Roman Catholic faith. If the Protestant refuses to change his faith, the marriage cannot be held in the church. It is held in the priest's home, or in the sacristy or vestry, but only then by permission of the Bishop.

The non-Catholic party must agree to the following conditions:

That the Catholic party will be allowed to worship as he pleases.

That children, both boys and girls, will be brought up as Catholics.

That there will be no other form of marriage ceremony before or after the Catholic ceremony.

That the Roman Catholic priest will do everything in his power to convert the non-Catholic.

The obligation to fulfill these conditions is a moral, not a legal one. However, neither party can take them lightly. If the non-Catholic party breaks them, the Catholic party feels guilty and loses his partner's respect. If the Roman Catholic party breaks them, the Church declares the marriage null and void.

Within the Protestant Church there is a wide variety of opinion about mixed marriage. Extremist groups oppose marriage with me-



ers of other Protestant faiths on the ground that religious agreement is essential to a spiritually effective marriage. Difference in religious matter, they contend heatedly, brings differences in living habits. Other Protestant bodies condone mixed marriages, but all agree that it involves a great risk.

The Protestant Episcopal Church, meeting in San Francisco in 1948, warned its members against mixed marriages with Roman Catholics. "We assert that in no circumstances should a member of this Church give any understanding as a condition of marriage, that the children should be brought up in the practice of another communion."

In 1950, the Ministerium of Pennsylvania asked the United Lutheran Church in America, "to formulate and declare a church policy and pastoral procedures with reference to the problem of mixed marriage." In 1950 and 1951, the Southern Baptist Con-

vention and the International Convention of the Disciples adopted similar statements of policy.

The Presbyterian Church defines its attitude in its Confession of Faith, Chapter IV, Section III. "It is lawful for all sorts of people to marry who are able with judgment to give their consent; yet it is the duty of Christians to marry in the Lord. And, therefore, such as profess the true reformed religion should not marry with infidels, Papists (i.e., Roman Catholics), or other idolators..."

Most Protestant organizations seek to educate their people to the dangers and pitfalls of mixed marriage.

#### WHAT PITFALLS SHOULD PARENTS AVOID?

1. Be positive and objective in making criticism. Be careful not to run the Roman Catholic Church down as the bastion of the Devil. Do not sermonize. Use facts.

2. Be clear in describing the ad-

vantages of a Protestant marriage.

Some Roman Catholic apologists run Protestant marriage down as a flimsy, near immoral, affair. Protestant marriage is a vital, permanent union. In it are three participants: God, man, and woman. It is God that gives validity to marriage, not the Church.

3. Be ready to advise your offspring about the realities of marriage.

Romance tends to blur the sight, and make things look rosier than they really are in fact. Parents have a duty to make their sons and daughters face up to reality. What is the reality of marriage? (a) It is not an isolated act. It means the beginning of a home and family. (b) It is a partnership and union of two people who are pledged to honor God in all things.

Be sure your sons and daughters get off to a good start. Tell them the facts about mixed marriage BEFORE they are ready to form lifelong relationships.

*Eva Luoma photos*



"This ring is of precious metal; so let your love be the most precious possession of your hearts. It is a circle, unbroken; so let your love each for the other be unbroken through all your earthly days."



# Good Taste

in



by Mary Peacock

**"The development of good taste in music, like the development of good character, begins at home," says our author.**

IN THIS MODERN world, music has entered into almost every phase of our daily living. We awaken to tinkling tunes from our combination radio-alarm clock. The kitchen radio sparks our chores with bright bits of song. The car radio keeps us in tune all the way to the supermarket. Once there, the perplexing problem of "What shall we eat today?" resolves itself pleasantly and painlessly to the strains of soft melody piped up and down the aisles of the giant store.

Returning home, there's the TV set in the living room, offering musical relaxation for that five-minute break between household tasks, or a whole evening of quiet entertainment with the family grouped around it. When we dine out at our favorite restaurant, dinner music weaves a spell around us, and we may wind up the evening by attending the opera, or an orchestra concert.

When we go to church, music is a vital part of the service. There's the organ prelude, an anthem by the choir, a special solo, or maybe a song by those appealing children known as the Cherub Choir. Music, music everywhere! It's all around us, wherever we go; and those of us who can remember the days before TV, FM, Hi-Fi and all the rest, realize that today's children are destined literally to grow up with music. What a pleasant destiny this may be, if they develop a sense of what is fine and true and lasting in this medium of expression; in other words, good taste in music!

The development of good taste in music, like the development of good character, begins at home. "But I'm not at all musical!" you may say. "How can I teach my child about music?" Today's

parents need not be talented, for science has placed music within the reach of everyone. In homes where there are non-musical parents, and no musical instruments, we are quite likely to find a variety of modern music boxes: radios, TV sets and record players. Yes, the average child is certainly going to hear music; so why not get an early start in seeing to it that your child hears the right kind?

Small record players are not expensive, and neither are the hundreds of delightful recordings made especially for children. So, first of all, choose some of the old, familiar nursery rhymes. Let your child hear "Hickory, Dickory, Dock," "Simple Simon," "Lazy Mary," and all the others. Even a tiny child responds to rhythm. Later on, he will surprise you by responding to the words and melody as well as by singing along with the record. When he is just a bit older, he will enjoy some of the musical stories that are available: "Peter and the Wolf," "Tuba the Tuba," "Peewee the Piccolo," and many more. Often these records not only tell a charming tale but teach the child something of the various instruments of the orchestra. You might even purchase a membership for your child in the Children's Record Guild. Then he may look forward eagerly to receiving new records each month.

Now about that record player itself: teach your child how to use it as soon as he is old enough to do so understandingly. The player might be placed where he can have access to it whenever he feels the desire for music; and the time you spend patiently explaining just how it works will be more than compensated for by the child's increased enjoyment of this musical experience. The same goes for other instruments, too. If you have a piano, do allow your youngster to touch the keys and experiment with them a bit. You will find that he will have a much friendlier feeling toward the same instrument a few years later, when he has begun to have lessons, and the piano suddenly looms as something that one must "practice" upon.

One other suggestion before we leave the preschool child: if there is a Cherub Choir in your church, see to it that he becomes a member. I have known children, who couldn't "carry a tune" when they joined such a group, to end up a year's choir experience by singing squarely on pitch with the other boys and girls. It's certainly worth a try.

Most important of all, if you can play, even a little, play for your child. If you can sing, even the simplest tunes, sing to him. For with all that science has to offer, homemade music is still the best, and there is no substitute for family group singing around the good old family piano. Remember that these early home experiences may be important factors in the growth of musical interests and talents later on.

Almost before you know it, your child is out of the nursery and off to school. Here, again, music will be a part of his life, for a few minutes of each classroom day will be spent in singing. When he comes home in the afternoon, ask him to sing the songs he has





Eva Luoma  
photos

One way parents may influence their children in the development of good taste in music is by enjoying carefully selected records with them.

earned, and if you can, hum them along with him, or if you can pick them out on the piano. Begin to enlarge his record library, adding some of the more useful classics such as "Selections from the Nutcracker Suite," Beethoven's "Minuet in G," Mendelssohn's "Spring Song," or Mozart's "Minuet," from Don Juan. Your child is now at an age when he will begin to remember and to recognize themes from the classics, and this is an excellent time to acquaint him with some of the melodic treasures to be found in instrumental literature. At the same time, keep your eye on the weekly television listings, and pick out a few features that offer really good musical entertainment. Of course, you can't expect his entire TV diet to be cultural. There has to be time for a "western" now and then. But do see what the channels available to you offer in the way of orchestra programs, religious hours with hymns and other sacred music, and variety shows that sometimes feature world-famous musical personalities.

Your child is growing, and by the time he's a second- or third-grader, it will be time, too, to consider piano lessons. A few years ago, the famous violinist, Heifetz, wrote in an article which appeared in the *Saturday Evening Post*: "No child, regardless of how little talent he may seem to show, should be deprived of the privileges of learning to play an instrument." So look for the best teacher you can find in your community—a teacher whom your child will like, for if he doesn't like her the lessons might as well never begin. Try to make his practice time happy time. Busy yourself in the room where he

is having his daily workout. When one little piece or exercise is concluded, tell him how good it sounded. You might even suggest that you'd like to hear it again! If practice is not segregated from family activities, if it can be treated as a normal event in the day's routine, then it may gradually come to be accepted as matter-of-factly as recreation time.

How long should a child continue lessons if he doesn't show some signs of talent? There are so many pro and cons on this subject, that another article might well be written about it! But it is safe to say that anything less than two years is hardly a fair trial.

Now your child has graduated from the cherubs and is a member of the Junior Choir. As he continues to develop, perhaps you can help him begin to think of music as the truly universal language. Don't insist that he play nothing but the pieces his teacher has given him to learn. Rather, encourage him to try his hand at other things in addition to his lesson material. Invest in a book of simple American folk songs, for instance, or vary his listening hours with a collection of folk music from other lands. At school, he probably will be getting acquainted with this type of music through "singing games" and folk dancing, and his musical horizons will be infinitely widened through a growing awareness of his own heritage and that of other peoples of the world, as expressed in song. This is especially true now in this age of broadened interests, when people and places that once seemed far away are nearer than ever before.



Your child now may begin to show an interest in some other instrument. In many public schools, instruction on string, wind, brass, and percussion instruments is available at the fifth-grade level. So let him branch out a bit. You may have a budding violinist or trombonist in your home who will add a thrilling musical experience to his young life when he becomes a member of the school orchestra.

If you possibly can, take your youngster to a concert occasionally. Introduce him to church music, too, by attending special choir performances: a cantata at Eastertime, or Handel's *Messiah* during the Christmas season. He may squirm through some of it, but I have never known a child in this age group who didn't thrill to the glorious "Hallelujah Chorus"!

It doesn't seem possible, but all at once your child is a teenager. If "rock 'n' roll" has passed by the time this article is printed, don't sit back and feel smug about its demise. There'll be another craze, called by another name, and your teen-ager would hardly be normal if he didn't show some interest in it. But don't be unduly alarmed if you find him sharing this interest with "the gang": for if you started those nursery rhymes early enough; if you followed through with great hymns, favorite classics, and tuneful folk songs; if you helped him over those impatient hours of practice, and saw to it that he trudged faithfully off to choir rehearsal every week; if you bought him some good records for his very own, kept a watchful eye on his TV viewings, and took him to a concert now and then; if you sang, played,

and had family fun with music in your home, chances are that his natural good taste in music will far overbalance any interest in popular musical trends. For you have given him a yardstick by which to measure, and he knows the good and lasting from the cheap and impermanent. For him, music will never be just a temporary fad, but an immensely satisfying part of life itself—a kind of "emotional security" that money cannot buy—a link between all that has gone before and all that exists now in this great world of ours—a bond between himself, in his own America, and people everywhere. This is what good taste in music can mean to your child.

## SUGGESTED MUSICAL MATERIAL

### *For the Very Young Child*

*Songs to Grow On*, Landeck. (Edward B. Marks Company, New York)

### *Primary and Junior Age Groups*

*Folk Songs, U.S.A.*, Alan and John Lomax  
*American Folk Songs for Children*, Ruth C. Seeger (illustrated) (by Doubleday)  
*Our Singing World Series* (Ginn and Co., Boston)  
*Songs Children Like* (Folk Songs from Many Lands) (Association for Childhood Education International, Washington, D. C.)

### *For the Entire Family*

*Fireside Book of Folk Songs*—(Simon and Schuster)  
*A Treasury of Hymns*—(Simon and Schuster)



A plastic adaptation of the English flute or recorder is frequently used to introduce grade pupils to wind instruments.



—Hayes from Monkmeyer Press Photo Service





## "Surprise—and Congratulations!"

by Irma Hegel

TWO-YEAR-OLD PAMELA had dumped the rack of records in a resounding crash, the platters spilling everywhere about the living room. Six-month-old Jeffrey was screaming in his crib. Joan pressed her hands to her whirling head. Through all the hubbub, the door chimes were sounding loud and insistently.

Joan moved on swollen feet that ached with each step to answer the summons. She opened the door and saw Beverly Gross in a mink coat, a perky hat under which every blond sculptured curl was in place, like a vision out of the pages of the best fashion magazine. Beverly smiled a well-ordered smile in a well-ordered face. She extended a green florist's box. "Surprise—and congratulations!" "Beverly!" Joan cried. She took the box curiously. "Congratulations—for what?"

"Your wedding anniversary, dear. Don't tell me you've forgotten. You and Larry have been married for five years." Beverly entered, looking about the helter-skelter living room. Her eyes smiled at Pam who stood, finger in her mouth, eying the newcomer shyly.

"This is Pam," Joan said, "Do sit down, Beverly. I didn't know

you were in Doylestown."

"Just for the day," said Beverly. "The studio will only give me a week end—you know contracts, scripts—all the dreary mechanics of television writing."

"You have been so amazingly successful," Joan murmured and started as the wails from the nursery grew more insistent. She put the box on the davenport. "That's Jeff, our baby. He's been quite ill. Excuse me a minute. I'll get him and be right back."

She darted into the nursery and picked Jeff, warm and dampish, from his crib. As she carried her small son from the room, she caught a glimpse of her reflection in the mirror—dark hair in stringy disarray, a house dress that should have been tossed in the laundry hamper that morning, a pair of scuffed house slippers on her swollen feet. Beverly, she remembered, was a girl Larry hadn't married. If Larry could see them both together now, would he regret his decision?

She returned to the living room to find Pam weeping stormily because Beverly had wanted to lift her on her lap. Pam was still shy with strangers. "Pick up your toys, Pam," she said to her daughter and sat down, holding the baby over her shoulder. "It doesn't always look like this," she said apologetically. "Jeff was near pneumonia. We were up with

him day and night. He's better now, still fussy though."

"Oh, Joan, don't let it," said Beverly.

"Don't let it what?"

Beverly waved her gloved hands toward the children, at the well-thumbed Bible on the table. "The Germans put it in three words: church, children, and cooking—that's supposed to be a wife's duty. But this is 1959. I expected more of you and Larry Ammerman than this. Why, the two of you were the most promising students at State University. And here you are, not even remembering your anniversary."

"You did," Joan said. "It was thoughtful of you to bring the flowers. You must stay for dinner tonight." She stopped, frowning.

Beverly raised her heavily pencilled brows. "Don't tell me Larry won't be home—on your anniversary?"

"Oh, Larry will probably be horribly late," Joan said, laughing. "He promised to stop by the church and look over some decorations. The teen-agers have their class party planned and Larry is the youth director."

"Two women would hardly make an anniversary dinner," said Beverly. "Maybe I'd better stop in at Larry's office. I want to catch the night plane back for New York."

Jeffrey was crying again, Pam's



curious fingers had to be shoved away from the florist's box. Joan knew she should have urged Bev to stay. They'd been college roommates and it had been years since she had seen her last. But today—

Beverly was rising, drawing her expensive wrap about her. "I'm not going to stay a moment longer. You have your hands full, I can see that. Just one word of advice, Joan. Get a sitter to come in for tonight, at least. Make yourself glamorous. Set a table with candles and remind Larry that this is an anniversary. Don't let humdrum duties rob you of the best in life." Beverly departed, leaving an aura of French perfume behind her.

Joan looked wearily after the smart slim figure. It might be an idea—to make herself glamorous, to set a table with candles, to forget duties just once. Jeffrey sobbed fretfully and from sheer habit she felt his forehead. Time to give him his medicine again. A shout, from Pam. She had succeeded in opening the florist's box and was spilling the dozen, long-stemmed roses on the living room

rug. "Pam, pick up the roses," she said. "As soon as I get Jeff settled, I'll fetch a vase and we'll arrange them together."

What was left of the afternoon passed in getting Jeff dry and comfortable, straightening the living room, giving Pam an early supper and at last tucking her in bed to hear her drawling prayer. By now her feet had reached the size of balloons and even the loose slippers pinched. She'd soak her feet in Epsom salts, dress, set the dinner by candlelight.

By this time Larry must have seen Bev. Perhaps he was already comparing the glamorous writer of television plays with this sorry, tired woman he had married. She *must* be beautiful for Larry.

In the kitchen Joan filled a pan with warm water and Epsom salts. Before she could lift the basin to the floor, the door chimes sounded. She hobbled through the rooms and opened the door. On the porch stood her excited neighbor, John Longsdorf, his three children, Selma, Carl and Baby Katchen, crying about him. "Joan, it's awful," John burst out. "I've got to rush

Margaret to the hospital for an appendectomy. I can't leave the children. I phoned their grandmother in Cleveland but it will be morning before she arrives. Do you suppose you could take the children for tonight? I want to be with Margaret every minute.

"Of course, you do," Joan said, her own pain and weariness forgotten. "Leave the children and stop worrying. Margaret is going to be fine. I'll be praying with you."

John thumped down the stairs to dash home. The crying Longsdorf children had to be soothed and fed. Makeshift beds were made on the davenport and on the folding cot in the living room. The noise awakened Jeff and it was another half hour before Joan could get him to sleep. Prayer in the nursery was given for Margaret and, with the prayer, blessed quiet and peace.

Joan added hot water to her now chilled Epsom salt solution, placed the pan on the floor, and sat on a chair. She put her swollen feet into the soothing warmth. How good it felt. She leaned back to

Joan added hot water to her now chilled Epsom salt solution, placed the pan on the floor



Illustrated by Winifred Jewell



rest just for a moment. Her heavy-lidded eyes closed. A hand brushed her shoulder and Joan awakened, jumping to her feet. Over went the basin of Epsom salts solution onto the linoleum. She stood in the widening puddle to see her husband towering over her. "Happy Anniversary!" said Larry.

"Darling, I'd planned a dinner—candles—" He hugged her in his arms while they laughed together. "Never expected to meet a flood," Larry joked. "Sit down again Joan. You look beat. I'll manage."

He seized a mop and wiped up the floor. That done, he opened a carton of hot chow mein that he had brought home from the Chinese restaurant. He poured coffee in thick mugs and set out bread, still in its wrapper. No dinner by candlelight this—no glamor. Two tired people sitting at a kitchen table with only laughter and their great capacity for love. Larry

reached over the table and took her hand in his. "It must have been quite a day. I peeked in at Jeff. He's sleeping soundly. Pam's well into dreamland. And, I see we have guests in the living room—sort of familiar those faces."

"The Longsdorf children," said Joan. "Margaret was rushed to the hospital with appendicitis. I was glad to help and, oh, darling, Bev brought us roses for our anniversary. They're in the living room. Bev said she would look you up at your office."

"That she did," said Larry. "To tell the truth, I felt sorry for her."

Joan looked questioningly into her husband's brown, honest eyes. Beverly in her mink coat, her beauty, her success—sorry for her?

"There I was in my office," Larry continued. "Several of our leading religious leaders with me talking about the religious program that we're going to place on state-wide hook-up. When Mary

announced Beverly, I thought we would get a little help on the program, for Bev is considered a top television writer. You know our minister, Ralph Morgan—he started asking Bev about church leaders in New York. But Bev hasn't been inside a church since she left Doylesville. She can rattle off the names of leading actors but her neighbors are just numbers on apartment doors. What a life! Makes me realize how much we have, Joan. We have our ups and downs—sure—what couple doesn't have those? But, we know our neighbors, the church is a part of our lives, we can reach out from our corner of the world to help others, besides merely entertaining them. We have love, our children—*everything!*"

Joan looked at Larry and never felt closer to her husband than in this moment. "Everything," she said and her fingers tightened on his. "Happy anniversary darling."



BEULAH FRANCE, R.N.

## Hearthstone's Visiting Nurse

### THE MONTH OF MARRIAGES

June is the "marriage month." Marriage demands good health. Physical health is important for suc-

cessful fulfillment of God's command: "Be fruitful and multiply."

Mental health is essential, for no other form of family life is more prone to emotional upsets, nor needs God's guidance more.

Moral health is often tested too. Christian virtues weather storms which—where Christianity is lacking—all too often cast marriages upon treacherously jagged rocks.

Spiritual health is the only anchor to which both married partners, in certain instances, can cling. Paul's Epistle to the Ephesians should be studied thoughtfully by all who plan wedlock. The last part of the fifth chapter contains verses which may well be memorized. If all admonitions Paul gives there are abided by, the last few words of that chapter can reduce dire tragedies due to broken homes.

"Marriage is honorable," but it never should be entered into hastily and impulsively; indeed not even after due deliberation if there is any doubt in the mind. Mixed marriages may present puzzling problems. Paul discusses this situation in the seventh chapter of First Corinthians.

Proverbs 31, beginning with verse 10, tells what a wonderful wife a woman can be. A true challenge for prospective brides!



Serving as a counselor for a group of boys tests one's personality at all points. This can be a good introduction to the social service field.

—Three Lions, Inc.



# EARNING

SOME EVENING AT the dinner table, between mouthfuls of beef stew and mashed potatoes, your favorite teen-ager may announce quite casually, "I think I'll get a job."

His decision may be inspired by economic need, summer boredom or sheer ambition; your reaction may vary from amazement to amusement. In any case, a new stage has been reached in family life.

Your next cautious inquiry might be, "What kind of a job?" A great deal may hinge on the answer. Certainly you, as a parent, must be most attentive to his reply. Your responsibility as a parent is to help your almost-grown child as he learns to use his mind, body and soul, given to him by God, in the best possible ways. If a job is part of this development, then you must be interested.

Some of the jobs available for teen-agers are excellent. Many others are not. Some teen-agers can profit a good deal from the experience of working but many of them are not yet ready for its responsibilities. However, the number of teen-agers who do work after school hours or during the summer increases steadily.

A young Frenchman, just turned seventeen, was a

guest in our family home for a few days this summer. Many features of American life fascinated him, but he especially noticed and asked about the young people of his own age whom he saw around town clerking in stores, ushering at the movies, carhopping at the drive-in. He was amazed by the amounts they earn. He has never held a job nor does he have any hope of doing so until he has finished his schooling. But in the United States teen-agers can work. As teen-agers tackle their first jobs responsible parents must provide some careful supervision and appraisal. How can you, as that parent, help your growing adolescent make the right decision about a job?

First of all, you must neither discourage nor ridicule him. It may seem utterly incomprehensible to you that anyone would actually pay money to that son or daughter. Though you have probably been trying vainly for years to get a little work out of him don't discount his ability. With cash from a relative stranger dangling before eager eyes, he may now be ready to dig in and do work that is worth a pay check.

Instead, ask him quietly, "Why do you want a job?"



His answer may be a snappy comeback. "Got a date Saturday night, and I'm out of cash." Or it may be slow in coming, "Well, John's working in the gas station, and I thought it might be fun to try it, too."

Whatever it is, take time to talk about the various reasons why people, especially why teen-agers, work. They need money, for regular expenses, for luxuries, or for future plans. They want vocational training. They seek background experience to help themselves discover their own occupational interests. They'd like to work because everyone they know is doing it. Or they want a particular job because a friend is working at the same place. Whatever the reason given, help your teen-ager to evaluate it, deciding whether or not it is a worthy one.

Then discuss what kind of a job he wants. If he is under 16, he is still in school, and will be limited in his choice. He can only work outside school hours. He cannot accept employment classified as interstate commerce or as hazardous.

In general he'll be restricted to the kind of jobs which young boys and girls have been doing for years. Many of these are very useful and some are

watching homes for vacationing families. There are many simple chores to be done—mail collected, water faucets checked, lawns sprinkled, and so on.

Discuss the possibilities with your offspring until you are both thoroughly convinced that there is a need for the job and that he or she is the person to fill it. Decide whether or not he wants to work during after-school hours or just as a summer fill-in occupation.

The picture changes somewhat when your teen-ager passes his 16th birthday. The law opens up many more occupations for him now. Figures from October, 1956, show that there were 174,000 workers between the ages of 14 and 17 attending school and holding agricultural jobs and 1,380,000 more of the same age bracket holding non-agricultural jobs while studying their lessons. In both categories there were part-time and full-time jobs available.

The following questions can help you and your teen-ager evaluate various job opportunities.

1. How much time will this job require from my day or week? Can I spare the time from required schoolwork? Will it leave me enough hours for homework, my church activities, adequate rest, suf-

# AND LEARNING

by  
**Christine B.  
MacKenzie**

quite remunerative. Our economy still needs thousands of paper boys, after-school delivery boys, amateur gardeners to tend lawns and flower beds, snow shovelers, baby-sitters, mother helpers, and companions.

Help your youngsters to think of the needs of the community in relation to what he has to offer. For example if you live in an apartment type area with pocket handkerchief lawns he's not going to earn much at garden care, but he might work up a useful little business tending pets for adult families who work all day.

If you live in a small town where there are many widowed older women, there may be a great need for strong young boys to help with heavier household tasks, like tending the furnace, carrying out ashes, shoveling snow, clipping hedges and the like. A reliable, responsible lad, who can be depended upon, will probably find more work than he can handle.

A girl, who is willing to do an efficient, careful job of baby-sitting, need not be idle in an area where there are a large number of young families in the middle income bracket.

Either a boy or girl could develop a good business

sufficient leisure, time for my family and other interests?

2. Is the job within my range of physical development? Is it too heavy or taxing, or will the hours interfere with sleep or meals?

3. What will this job require of me emotionally? Am I sufficiently mature by now to handle the problems it may present without becoming upset or nervous?

4. What about the mental requirements of this occupation? Do I have enough knowledge and intelligence to handle it? Or, on the other hand, is it so simple and tedious that I will become bored?

5. Is there anything about this job that violates my moral standards? Will I be required to do things that I think are wrong or objectionable?

6. Will the income that I earn through this work actually justify what it costs me in other ways?

You and your teen-ager might wish to judge a prospective job against the standards set up by the National Conference of Labor Legislation for state child labor laws. Their requirements include:

1. Minimum age of 16 for factory employment and any employment during school hours; 14 for any nonfactory employment outside school hours.



2. Minimum age of 18 in hazardous occupations.
3. Maximum 8 hours daily and 40 hour week for minors under 18.
4. 12-hour night work prohibited for minors of 16-18.
5. Employment certificates required of all minors under 18.

When you have answered all these questions together, and the decision is in favor of a part-time job, you may want to discuss what a job can mean to a teen-ager. Most likely he will be primarily interested in its monetary returns; however he is not too young to understand that there are many other rewards for honest labor. A job can help your youngster develop into a more mature, well-rounded person. It will teach him almost immediately that money to be spent must first be earned. It can help him learn responsibility. He'll learn that when he promises to complete a job, he must do so, properly and within the required length of time. He must do it the way the employer wishes, and do it cheerfully and willingly.

He may even discover that he has not yet had enough schooling to fill even a simple job in the commercial world. A "bag boy" in a super-market, who wants to become a check-out clerk, may find that his high school math is not as solid as he needs! A lad pouring gas and oil in the corner station must be able to make change when money is offered.

There are other tangible results in specific jobs too. That boy in the gas station, when offered a chance to learn how to grease cars, may discover a real mechanical interest and aptitude. On the other hand, he may find that he enjoyed most joking with the customers and keeping them happy, and that he hates the dirty work of the service station. How much better to find out such things now than ten years later.

If you let your teen-ager accept a reasonably demanding part-time job, you may in a few months, be very pleasantly surprised to discover the growth he has achieved. There is a good chance that he will be steadier, that he will have developed considerably more respect for money, use of time, the need to make concessions and adjustments in getting along with other people, and that he will have an increased sense of responsibility.

If, however, your youngster seems strained and unhappy, if schoolwork falls off noticeably, or if there is no time left in the week for any fun and relaxation, perhaps he is not ready to take on outside work, or the job is too demanding. He may even be in the wrong kind of work. In such circumstances, take time to help him get straight with the world before more damage is done.

What about the teen-ager who expresses a desire to find a job, but has little concept of how to go about it? How can you, as a parent, help him? Earlier in this article, we suggested that you study your community informally to find its needs and possibilities.

At the end of this article you will find a brief bibliography which offers many suggestions for the

kinds of jobs which are available to young people. It covers factory work, agricultural labor much needed in many parts of the country, commercial and trade jobs, specialized work like camp, resort and summer recreational programs, and gives some suggestion for the excellent jobs-in-training offered to qualified older teen-agers by large corporations.

In addition you should study your young person's own abilities, talents, and interests. A girl, for example, who is already showing an interest and skill in cooking, can head in several directions. A job waiting on tables or helping in a kitchen at camp or school or at a resort hotel can provide valuable training for a later career in dietetics, home economics, hotel catering, or any food service occupation.

A menial job serving as a nurses' aid, in lab clean up, orderly and maintenance or clerical work in a hospital or clinic would be fine experience for a boy or girl interested in medicine or nursing.

Camp counseling, both at the junior and senior levels, offers especially popular jobs with teen-agers. They're fun, provide interesting and healthful jobs and some money. In addition they're good advance training for careers in teaching, social work, specific sports and crafts, and for home building.

Study your own child and you can multiply these examples many times through his own abilities and interests.

Then there are the boys and girls who have a sudden overwhelming urge to start their own little businesses. They sold lemonade at sidewalk stands as kids. They peddled boxes of Christmas cards to the neighbors about the time they wore scout uniforms. Now they think they're ready for real business.

Well, maybe they are. True, many teen-age businesses last only a few weeks or months and then fold because of poor organization or changing interests. On the other hand, more than one ambitious boy or girl has put himself through college on the proceeds of a small self-run business.

One young boy in his early teens was able to maintain the expenses of a much loved pony by offering his services as a driver with a pony cart for children's birthday parties.

Another lad who learned his alphabet with a small hand-printing set graduated to more and more complicated presses until he was able to keep himself in college by operating the college printing shop.

A teen-ager can learn a lot about the business world by trying it for himself in a small way. However, he might need some help. Depending on the kind of business he decides to conduct he may run into local, state or federal license requirements, permits and laws. He may have to learn about zoning laws, company name registration, labor, safety and fire laws, price laws, patents and copyrights, food laws relating to health, sanitation and labeling.

*(Continued on page 28.)*



# The Immortality of the Material

*Days from Monkmeyer Press Photo Service*

by Rolland H. Sheafor

MATERIAL THINGS CAN be harmfully—or gratifyingly—"immortal"!

The true story of Miss F—— is case in point.

Although always a person of modest means, Miss F—— has lived by this principle: The quality of a person's relationship to material things is determined, not by what he possesses but, rather, by what he does with his possessions. As a dedicated Christian, Miss F—— opened up for her limited dollars unlimited horizons of service.

For example, Miss F—— always wanted to own a car—but never did. Instead, her money helped save the debt-ridden church to which she belonged. Partly because of her concern, this congregation continues to witness with increasing effectiveness within the community and around the world.

Or again, Miss F—— always thought that she would like to own a good fur coat. However, there were always missionaries to be sent, the orphaned and the aged to be supported, and new churches to be built. Somehow, she never quite got around to purchasing that "good fur coat."

Although Miss F—— is still living, of this we may be sure: She will have seen to it that her limited possessions continue to have unlimited horizons long beyond her own lifetime.

We commonly—and properly—relate the spiritual to the immor-

tal. However, the material, too, is far more enduring than we sometimes assume.

It is, of course, obvious that material things—real estate, stocks, bonds, money—can be a tremendous power for good or for evil, depending upon the convictions and concern of their possessor.

It is less obvious but equally true—as Miss F—— knows—that this power continues far beyond the lifetime of the original possessor.

However, the laws under which we live permit us, to a considerable degree, to determine how the power of our possessions shall be applied beyond our lifetime. This is accomplished through the legal instrument known as a will.

What one does—or fails to do—with respect to executing a will has an enduring influence upon the future of people as well as of things.

For example, one may fail to make a will and, in effect, declare that he has acquired no special interests or concerns during his lifetime and, therefore, has decided to turn over to the mechanical workings of a "Statute of Descent and Distribution" the responsibility for disposing of his earthly possessions. Incidentally, such a person often implies that he is little concerned with the cost of administering his estate, for such costs tend to climb in the absence of a will.

On the other hand, it is quite

possible for one to make an "out of focus" will. Such a will would be one which recognizes some of the testator's concerns but overlooks others.

What, then, should one do about his possessions to make sure that they will continue to be a force for good when no longer subject to his personal control and direction?

1. Will-making should be accepted as a matter of course. It is not something to be feared or avoided. It is certainly not something to be postponed. It is good business precisely as it is good business to demand evidence of good title to property being purchased.
2. The wisdom of making a will is not governed by the value of the property involved at the time the will is drafted. Responsible stewardship of possessions—not dollar value—is the determining factor in the preparation of a will.
3. In getting ready to write a will, one should prepare an accurate inventory of all his possessions.
4. An inventory of one's interests should also be prepared. This would include persons, institutions, and causes. Certainly, to the Christian, the world-wide outreach of his church is such a





*Religious News Service*

Mr. Stanley Tam, owner of an \$85,000 business at Lima, Ohio, gives 51 per cent of the profits to nine religious organizations through a foundation especially set up to handle God's share. In his will, Mr. Tam is leaving one-half of the business to God through these organizations. What are you doing for the church in your will?

cause. Detailed information can be secured concerning the causes involved and the agencies responsible for their administration from the national headquarters of his church. Care should be exercised to note the exact names and addresses of all persons and institutions included in this inventory of concerns.

5. In drafting the document that will bring together the inventory of resources, on the one hand, and the inven-

tory of concerns, on the other, the professional assistance of an attorney should, by all means, be secured. An improperly drawn will can destroy rather than forward the objectives of the testator.

6. Once the will is drawn, it should be safely filed but not forgotten. Periodically, it is wise to review the inventories of resources and concerns to make sure that the will continues to represent the desires of the testator.

Once properly prepared and executed, what is the worth of a will?

The bulletin of King College, Bristol, Tennessee, October, 1950, says it well:

"A Will is a man's last word—the most important and permanent document which the average man can compose. The drawing of it is often the most lasting service a lawyer ever performs for his client.

"In his Will a man reveals and tabulates his most treasured material possessions. In it he names his stocks and bonds, his real estate, and all the other things which he counts as valuable and which he wishes to transmit to future generations. If he has treasures of faith and hope in the eternal things, he may also probably wish to mention these, and express the wish that his children may also have as their own these same priceless possessions.

"In his Will a man shows his affections. If he has loved his family he will mention and provide for them in his will. If he has thought of God as sharing the intimacy of his family circle, he will doubtless wish to see that the interests of the Kingdom of God are remembered in his will.

"Thus, a Will is terribly revealing. In it are shown the author's relations to men. In it, also, is shown his relationship to the world of the Eternal.

"A Will is final. When at death it passes from one's hands it is more irrevocable than the acts of courts and legislative bodies, more truly final than any law can ever be; though changeable up to the hour of the maker's death, it can never afterward be changed. Like it leaves wounds, if it leaves wrongs, if it leaves neglected duties, nothing can ever be done about these things. A Will is final.

"Thus, a Will puts on record before God the character of its maker, and reveals it to all mankind."

Yes, material things can be surprisingly immortal. A Christian Will, prayerfully drawn and executed by a Christian, can make them gratifyingly so.





# The Consecrated Car

by Eleanor Anderson

ILLUSTRATED BY WINIFRED JEWELL

HAVE YOU EVER heard the story of the consecrated car? This is the way it came to me.

Once there was a little gray car. He lived in a turdy but rather shabby garage. Around the neighborhood were many cars—friends of the little gray car. One day a lady came and asked, "Who will take my child into the city to see the eye specialist?"

"Not I," said the red convertible.

"Not I," said the yellow station wagon.

"Not I," said the black sedan.

"I will," said the little gray car. And he did.

The next day an old lady hobbled slowly to the garage. "Who will help me get my groceries?"

"Not I," said the red convertible.

"Not I," said the yellow station wagon.

"Not I," said the black sedan.

"I will," said the little gray car. And he did.

That afternoon there were many who called out. "Who will help us get to church tomorrow?"

"Not I," said the red convertible.

"Not I," said the yellow station wagon.

"Not I," said the black sedan.

"I will," said the little gray car. And he took them all.

One day the cars were quivering with excitement. A man came into the neighborhood asking, "Who will carry the King today?"

"I will," said the red convertible.

"I will," said the yellow station wagon.

"I will," said the black sedan.

The little gray car said not a word, for he thought he was too shabby to carry the King. However, the man came over to him, and, putting his hand gently on the door, said, "You shall carry the King today, for you have been kind to His subjects."

And the little gray car did!

In my town there is a consecrated car. Or rather, there is a consecrated lady who drives it. She has often made a long trip to take a child to a city clinic. It is usually her car that brings the older ladies to a missionary society meeting and just as readily her car is loaded with youngsters for Junior Choir. Her car is consecrated, of course, because she is consecrated to God.

Think of your own car. Is it used exclusively for your own needs and pleasures? There are older people to whom a ride in the country would be a great joy. There are children who will not get to Sunday church school unless you bring them. There are those who would do church calling if they had a car. Offer your services as driver and make a team. You'll see many opportunities once your eyes are opened to them. Make yours a consecrated car.





# *Balloons for Sale!*

Doris Clore Demaree

*Balloons for sale!  
Balloons for sale!  
Here comes Unk' Dale  
With balloons for sale.*

*Balloons are fun!  
Balloons are fun!  
I have but one  
But balloons are fun!*



*Balloons for you!  
Balloons—one, two!  
I've pink and blue  
Balloons for you!*



Photos by  
Herta  
Newton

*What fun you see  
Balloons can be  
With one, two, three  
Balloons for me!*





# Worship in the Family with Children

## To Use with Younger Children

### Theme for June:

## I Think About Lovely Things

### A Bible Verse

He has made everything beautiful in its time.—Ecclesiastes 3:11a.

### A Word to Parents

The materials on this page and on the next two pages are for your use in moments of worship with your children. If you have a family worship service daily in your home, some of the materials here may be used at that time. If you use *The Secret Place*, you may find that some of these materials fit into the meditations in that booklet.

### Henry's Pet

All winter and spring Henry had had a pet crow. He and Mother had found it out in the snow one winter day. Henry had been the first one to see him.

"Mother," he called, "there's a bird outside that can't fly."

"He must be hurt," Mother had said. "Let's go get him. He'll freeze out in the snow."

They caught the crow. Surprisingly enough, his wing was hurt. Henry and Mother fixed a warm box for him. They fed him. Soon he grew well and strong. When the warm spring weather came, they put Blackie outside, but he stayed near the house. At night he slept in his box on the porch.

When Henry played outdoors, Blackie followed him everywhere. Then one day he disappeared.

Today Mother was working in her garden. Henry walked down the stone steps to help her. Suddenly he heard a noise. There was Blackie, walking on the path beside him.

"Oh, Blackie," Henry said. "You're back! I've missed you!"

"Caw, caw." Blackie answered. Henry laughed with delight.

"But you came back, Blackie."

Blackie cocked his head. Henry looked at Henry with his black beady eye and softly said, "Caw!"

"Mother," Henry called. "Blackie is here. Come see Blackie." Blackie's feathers looked shiny in the sun.

"Isn't he pretty, Mother?" Henry asked.

"Yes," Mother agreed, "birds are one of the lovely things in God's world. Some birds sing beautiful songs. Some have beautiful colors. Blackie has neither, but he has dear, clever ways. I'm glad for him."

"And so am I," Henry declared.

Eva Luoma Photos





# To Use with Older Children

## Enjoying Lovely Things

There are so many lovely things in the world to see and hear and enjoy. The song of birds fills the air. The perfume of flowers adds beauty to living. The lovely scenes of nature make one glad to be alive.

Not all of the lovely things that bring joy are found in looking and listening. Some of them are found in doing—when one must exert some energy and be an active participant. Take reading, for example. One must put forth real effort to read with profit and pleasure.

Music is another lovely experience open to those who will participate in making it. Some children study music and take lessons in order to develop skill in a particular instrument. They then are able to give pleasure to others, but the enjoyment they gain from the playing is as great as that which they give.

Other boys and girls who like music and have talent may not be able to take lessons. They can have the pleasure of recording some lovely thing and sharing it with others. Singing, for example, makes a nice recording. Choral speaking is another way of creating a thing of beauty. When it is recorded it may be shared with others.

Many churches and individuals now own tape recorders. These serve quite adequately as a means of recording a song or reading. Once the tape is made, it may be played over and over again. The same machine is used to record and to play the tape.

Other lovely things may be shared. What one sees or hears may be described in beautiful language, or painted with beautiful colors. Each one has a different talent to use to share his loveliness with others.

Whatever you enjoy you may share with others. You may not always know just how to do this, but if you try to find out, you will find the way. Your own enjoyment will be deepened by the sharing.

God, who touchest earth with beauty

Make me lovely too,  
With Thy Spirit recreate me,  
Make my heart anew.

Like Thy Springs and running waters,

Make me crystal pure,  
Like Thy rocks of towering grandeur,  
Make me strong and sure.

Like Thy dancing waves in sunlight,

Make me glad and free,  
Like the straightness of the pine tree,  
Let me upright be.

Like the arching of the heavens,  
Lift my thoughts above,

Turn my dreams to noble action,  
Ministries of love.

God, who touchest earth with beauty,

Make me lovely too,  
Keep me ever, by Thy Spirit,  
Pure and strong and true.

—Mary S. Edgar

## Prayer on Children's Day

We love our world in June, dear God;

There's beauty everywhere,  
With gardens, flowers, and bird songs,

And sun, and sweet fresh air.

The flowers lift their faces;  
Their fragrance fills the days.

We raise our eyes and voices  
With words and songs of praise.

Each little stream runs laughing  
And tells of God's great plan;

Help us to tell your goodness  
In every way we can.

The birds begin their cheerful songs

With joy as each day starts.  
So we would sing our gladness  
From ever-loving hearts.

On Children's Day, our Father,  
We say a thankful prayer

To you who watches over all  
The children everywhere.

—Nelle Holt<sup>1</sup>

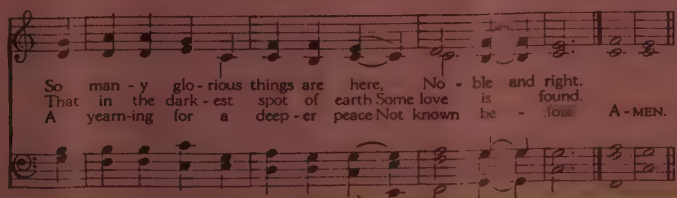
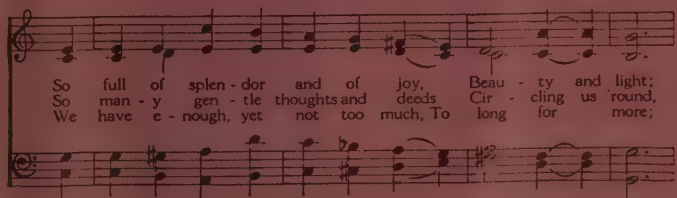
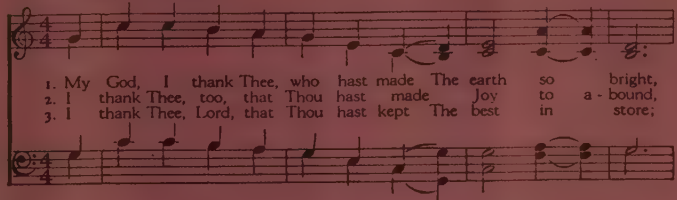
<sup>1</sup>From *Story World*. Copyright, 1955, by The American Baptist Publication Society. Used by permission.

## My God, I Thank Thee, Who Hast Made

WENTWORTH. 8. 4. 8. 4. 8. 4.

ADELAIDE A. PROCTER, 1825-1864  
With dignity and joy

FREDERICK C. MAKER, 1844-1927



Music copyright by the Psalms and Hymns Trust. Used by permission.



## For Family Worship

**Worship Center:** With the pretty flowers of early summer, it should be easy to arrange a lovely beauty or worship center in your home. This would set the theme for the month. A member of your family could be responsible for it.

**Call to Worship:** Whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, . . . think about these things.—Philippians 4:8.

**Song:** Use the song printed on p. 19, or choose from the following: "The Church," primary pupil's book, year two, fall quarter, p. 6; "All Things Bright and Beautiful," primary pupil's book, year two, spring, p. 6; from the primary pupil's book for year three, summer, "For the Beauty of the Earth," p. 6, or "God Made Us a Beautiful World," p. 18.

**Poem:** Use one of the poems on p. 19 or 20, or choose from those found in the primary pupils' books: "God Made Us a Beautiful World," year one, summer, p. 41; year two, fall, "Our Church," p. 3, "This Is Our Church," p. 16, "This Earth of Ours," p. 22, "Christmas Joy," p. 43; "I Love God's Tiny Creatures," year two, spring, p. 5; "God Is Near," year three, fall, p. 18.

**Story:** "David Shares His Music," primary pupil's book, year two, winter, p. 20; "Everything Beautiful in Its Time," year two, spring, p. 3.

**Song:** Use another song from the list suggested above.

**Meditation:** Plan your own meditation based upon the "Call to Worship," the story, a favorite passage of Scripture, or use "Our Father's World," primary pupil's book, year two, fall, p. 21.

**Prayer:** Pray your own prayer, use one of the prayers on this page or adapt either of them to your own situation or experience, or use the one printed here: Dear God, thank you for lovely things. Help us to realize that beauty helps us to know you. Help us to learn, too, that loveliness shared is deepened. Amen.

### Prayers

Our dear Father, we thank you for lovely colors. Our parakeet is so beautiful! His feathers are so bright and sleek. We are happy when we look at him. He makes us want to make other people happy, too. Amen.

Our Father, God, the goldfish are very beautiful. It is fun to see them swim about. They can breathe in water. That seems strange to us, for we can breathe only in air. Thank you for your wonderful world, and for all the strange and wonderful things in it. Thank you for caring for everyone and for everything. Amen.

—Frances Bourne Taft

### The Pool

The pool is deep, and smooth, and blue,

And looking down, I see  
A bit of sky, a little cloud,  
A lot of things—and me.

The pool is sparkling, big and round,

And framed with growing grass  
I wonder if the pool might be  
God's special looking glass.

—Florence Pedigo Janssen

### A Bible Verse

How lovely is thy dwelling place,  
O LORD of hosts!

—Psalm 84

Ray Atkeson from A. Devaney, N.





# Sea Cap

by Esther Freshman

"BUT THERE AREN'T any trees, Dad! Mom, look! Not a single tree!" Jerry looked from one to the other of his parents as they stood on the front steps of their new home. Sunset Cove was a good enough name, Jerry had decided. The evening of their arrival the sun did, as he said, "a stupendous job of setting"—in every color combination.

"Guess we'll just have to settle for the oil trees, Jerry," his Dad said a little apologetically. "The fruit we'll have for breakfast will really come off of them."

Jerry looked away from the man to the hills in back of him. In the fast-coming darkness they were twinkling with the gold and red lights of the oil derricks. The boy had to agree that they did look like bare, leafless trees, the branches hung with lights.

"Oh! Dad, what kind of fruit could come off of those?" Jerry gave him a "don't-kid-me" grin. "Breakfast fruit—any fruit we can find when we go to the city market. Out of the nice salary envelope the oil company is going to give me."

"You'd trade trees for the Pacific Ocean as a front yard, wouldn't you, Jerry?" Mom asked.

"I—I guess so." Jerry answered. He hoped those funny feelings in his stomach weren't "afraid" feelings. Maybe this was what they meant by being homesick.

"It sure is big, Mom, isn't it?" Jerry exclaimed. "Roars like a lion when those waves come in."

"I'll teach you how to jump those breakers, Jerry—and ride on the waves." His dad said.



"Jerry kept wading out farther and farther."

"Look! Look at the lovely white sea caps!"

Jerry was glad his mother had interrupted, and he was grateful for her arm about him. He thought that maybe he liked her choppy "sea caps" better than his Dad's big breaking, foaming waves.

"Whitecaps—you mean, Hon," Jerry's dad came over and put comforting arms about them.

But Jerry had decided he liked his mother's name for them. He'd have this special name—"sea caps." Sometimes a special name made you feel friends quicker with something new.

The first few days at Sunset Cove Jerry was busy helping his mother put the new home in order. They walked along the shore when the tide was out. They would go hand in hand into the sunset to the Point. Then they could see Dad making his way down the rough hill roads as he returned from the big oil fields.

At first Jerry was rather proud of being the only boy in the little cove of beach houses—four by count—and the four each a good

distance apart. Jerry's father, was as good as his promise, too. In a few days' time he had a morning off, and he came into Jerry's bunk room, calling, "Get up, Boy! Put on your swimming trunks. We're conquering that ocean before breakfast."

It was a quiet Jerry who later slid by his mother who was intent on making the family's favorite pancakes.

"What is it, Bob?" Jerry heard his mother asking his father. "Did something go wrong?"

He buried his face in the pillow of the bunk bed as he heard his father answer.

"He's afraid! He's afraid of those breakers—and he's ashamed of his fear."

"O Bob! Please give him some time. Poor Jerry!"

It was a long time before Jerry came out. He noticed that his father had left half of the much liked buttermilk pancakes. Jerry couldn't eat any. He tried hard to drink a glass of milk. He kept to himself all day, and nothing

(Continued on page 30.)



# Parents Are Vocational Guides

by Marvin R. Koller

THERE ARE MANY decisions to be made in life, but one of the most important is the one concerning a person's occupation. "Just how shall I make my living?" is a question that every child faces. Being a child, there will have to be some help or guidance given to a youngster and what better source than his own parents and within his own home?

A distinction may be made depending upon anticipated social roles. For a boy a vocational choice is most vital. He is expected in our society to be the "breadwinner." A girl, perhaps, may have the more important choice of whether or not to enter into matrimony. A girl would be mistaken, however, to rely solely upon marriage as her career. She may decide to remain single after all. Even if married, she may wish to have a vocational skill to supplement a family income. She should also consider vocational training as insurance against the possibility of the loss of her husband during the time they are raising a family. In brief, then, regardless of the sex of a child, parents should be alert to the vocational needs of their offspring.

Literature on vocational guidance is abundant and parents will prepare themselves well by looking into it. For purposes of brevity, however, Christian parents might find within the following ten principles some important guidelines to keep in mind as they try to help their children select an occupation.

## 1. *All work is honorable.*

Too many people think in terms of "prestige work." That is, they regard "white-collar" jobs as the only positions worth seeking. There is nothing wrong in aiming high, but one must be realistic. White-collar professional work requires many years of expensive training and not every personality is suited to meet professional standards. A wit once pointed out that too many people want to be chiefs and not too many want to be Indians. One should recall the example of the Carpenter of Nazareth. Even Christ performed work with his hands and, hence, lent dignity to all human labors. Christian parents should not neglect to make clear to their children that all work is honorable if it serves mankind.

## 2. *Vocational choices are right if they fit the child.*

History is full of examples of children who were forced by their parents to follow careers that they hated. Parents may feel that they know their children well and so can steer them into proper lines of endeavor. However, no one has the right to live someone else's life for him. Each person must appraise his own potentialities and take steps in the directions that draw upon these strengths. Mothers and fathers, at best, can work toward making the children's personalities as fine as possible. Just how that personality should express itself remains within each individual.

## 3. *Allow for vocational flexibility.*

Our interests change in time. What appears to be fascinating today may be disgusting tomorrow. Parents should expect this sort of behavior. The advantage of being in a family situation is that parents can observe the numerous interests of their children fluctuate as they get older. In the long run, however, parents can notice how vocational interests tend to move toward a general field or toward one area over that of some others. Here, parents may help by having their children learn more and more about the special areas to see if they wish to probe deeper.

## 4. *The desire for independence and vocational plans are often in conflict.*

Many parents have noticed how the opinions of those outside the family seem to have more weight with their children than their own opinions. This is all part of growing up and becoming increasingly independent. Many children will actually follow the advice and examples of their parents, but will make elaborate precautions to pretend that they decide on matters for themselves. Thus, children experience the common dilemma of both following and avoiding their parents' advice. Intelligent parents will recognize that the wish of their children for freedom is normal and necessary. The tie by which they must hold to their children will be through love and kindness.

Study Article and Guide for Parents' Groups

5. *Sound vocational planning will keep areas of work in mind but will postpone decisions.*

You may well ask, "Shouldn't my child have something definite in mind?" The answer is both yes and no. The reason for answering "Yes" is that the sooner a target is chosen, the sooner one can reach that mark. The reason for answering "No" is that conditions change and one could fall into the error of cutting off areas that require further exploration.

6. *Parents must be both positive as well as negative in setting their children free.*

In America, freedom is a sacred principle over which men have fought and died. The idea that many Americans have of freedom is that no one shall stop them from doing whatever they wish to do. Actually, there never has been a time when men could do whatever they wished. Such a state would be complete anarchy. Because men live in a society, there are always social rules and regulations. Each person must be prohibited from behavior that could hurt others.

American parents fall into error when they apply this negative approach to their children. They feel they have done their duty by following the American tradition of "not stopping" their children from doing whatever they wish.

Permission to be free is not enough. Help must be offered as well. An interesting example of this idea concerns attendance in college. For many years, we told young students that they were "free" to

come to college. No one stopped them. Few came because the cost of a college education was too much for them. However, when help was offered through the "G.I. Bill" after World War II, the veterans literally flooded the campuses of our nation.

Thus, parents must be positive as well as negative in dealing with their children's future. When a child expresses an interest in a given occupation, then parents should say, "We will not stop you from pursuing this goal and, indeed, we will help you reach it." Of course, if the child does not have the ability or other qualifications, then he will have to abandon that goal.

7. *Vocational choices depend upon stages of family development.*

In the preschool stage, parents can keep alert for signs of interest or basic aptitudes which can culminate in various vocations. In the elementary stage, parents must become more active in providing wide experiences with people, places, and objects. By enriching the children's lives with a multitude of activities, thoughtful parents are providing an excellent base for future employment.

By the time high school is reached, vocational interests have generally narrowed. The role of parents at this time would be to encourage the adolescent to more seriously consider the consequences of following his vocational interests. In the college or postgraduate family, parents will be sought out freely for final consultations if the earlier stages were carried out



*Eva Luoma Photos*

In high school home economics courses, your daughter can try her hand at experimental cookery. Her reaction should indicate to you whether to encourage her to seek further information in this field.



with love and devotion.

8. *Some vocational interests can be "sidetracked" to become avocations.*

Parents should understand the old axiom, "All work and no play makes Jack a dull boy." While honest work is vital, it is also important to know how to live life at its fullest. Because it is impossible to pursue all vocational interests, parents should encourage a child to follow a given interest not because

it will lead to a job, but because the activity, itself is pleasurable. While a person should be happy in his work, it is good to break routines and deal with other fields where the rewards are in terms of spiritual values rather than economic gain.

9. *Religious ideals should underlie vocational choices.*

If there is any single item which best crystallizes vocational choices, it is that of a philosophy of life.

## for "Parents Are Vocational Guides"



# Study Guide

### I. Leader Preparation

Start by reading the article critically. This would involve reading the article several times to be sure that you know the key points made by the writer. It would help to be able to apply these points to your own life and to your own experience.

You do not have to agree with everything contained in the article, but should also make notes on items with which you disagree. Check if your disagreement with the article stems from factual knowledge which runs counter to various points, from special circumstances which are not covered because of the brevity of the writing, or from a clash of point of view based on philosophy or the way you regard life.

You will need to decide if you want others in the group to prepare themselves as you have or to suggest special assignments such as one or more to cover the content of the article, illustrations of the main highlights, applications of the ideas, additional ideas which could have been discussed, unique vocational problems within their own families, points of disagreement, other sources of vocational guidance, and points of view or schools of thought concerning selecting an occupation.

It will help if you can gather information concerning resources within your community which will give constructive help to parents who want to be

vocational guides to their children.

As final preparation, you might try out some of your ideas on your friends to get their reactions. Their thinking will either strengthen your ideas or suggest to you points which should be deleted as they do not clarify the issue.

### II. Conducting the Meeting

There is no one way to conduct a successful program. You will have to decide in advance which methods and topics are best suited to your group. The following are merely suggestions which may help the study group:

#### 1. Talk-Discussion Method

In this method, you and others can present the main points of the article and then open the discussion from members of your group. It is wise to make sure your points are clear via outlines on the blackboard, feltboard, or summary on a sheet of paper.

Make sure in this method that you summarize what has been accomplished before the group adjourns.

#### 2. Buzz Sessions

This enables everyone to get into the discussions and not sit idly by while a few take over the meeting.

You will need some key questions—such as those listed in Section

III—for each group to handle.

It would be well to place each question at the top of a large sheet of paper allowing ample space beneath for the group to list its reactions to the question. Then hand this paper to each group of ten or less people. A moderator should be chosen for each group as well as a secretary or a recorder. The members of the group will contribute their ideas as the moderator calls upon them or as they volunteer. The recorder will take notes on whatever is said about the question. After about a fifteen minute interval, each moderator will report on his group's thinking when the leader calls upon him.

#### 3. Role-playing

In this interesting procedure, the leader describes a special case and then calls upon members of the group to take part in a spontaneous dramatization of it. Instead of *telling* what should be done, members will *show* what should be done with a particular situation. After a five-minute presentation, the entire group can then discuss if the drama supplied the answers or would they do things differently if the were in similar circumstances.

#### 4. Panels

A selected group of persons can come forward and discuss a phase of this vocational guidance field. An interesting panel would be made up of people who can tell how they selected their vocation and what part their parents played in their choices. Another panel could consist of persons in various occupations who can indicate some of the requirements for their work. It might be wise to select representatives of major occupational classifications such as professions, clerical work, managerial work, agricultural work, skilled or semiskilled work.

#### 5. Spontaneous questions

Unsigned questions from the group can be placed in a hat and then drawn out one at a time by the leader. Discussion from the group can then follow.

(Continued on page 30.)

parents have a duty to bring into their home a deep reverence for religious ideals. To deprive a growing child of religious appreciations would be to cripple him for his day-to-day dealings with his fellow men.

10. *Christian parents do not dominate their children's vocational choices.*

Dictatorship and tyranny does not fit into the Christian home. Every encouragement should be given in order that a child will come to understand

himself and the wide, exciting, interesting world. Self-confidence and initiative will flower in the warm sunshine of parental love. These vital qualities will perish under the heat of hatred and fear.

In summary, there is no question about the fact that parents play important parts in shaping the future vocations of their children. Parents are vocational guides whether they like it or not. Their great opportunity is to accept this responsibility with a sense of high Christian stewardship.

# BIBLEGRAM

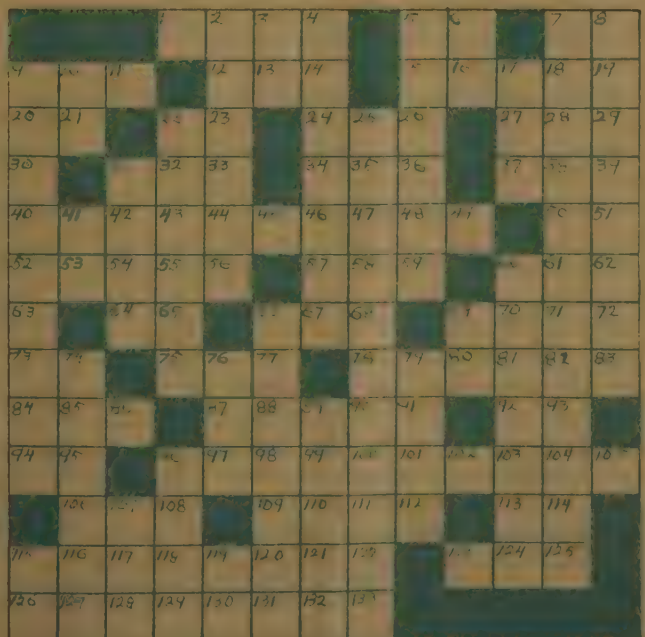
*by Hilda E. Allen*

Guess the words defined below and write them over their numbered dashes. Then transfer each letter to the correspondingly numbered square in the pattern. The colored squares indicate word endings. Reading from left to right, you will find that the filled pattern will contain a selected quotation from the Bible.

Man who wears a badge ---	45 34 18 54 22 1 6
Like leaves in the summer---	115 59 42 62 124
Unhappiness or grief -----	23 5 37 63 43 27
Long-handled implement for removing snow -----	26 7 58 61 47 133
He was born on Christmas day -----	17 127 36 71 48
Place where baseball players sit on the bench -----	33 132 39 88 85 20
Thirty-six in a yard -----	76 32 129 24 55 19
Where a roundup is held ---	111 16 80 118 64
Sycamores, maples, spruces, and others -----	106 29 50 65 49
Go on horseback -----	83 35 105 102
Supple, bending easily ----	109 25 126 94 60 89
Where boats tie up -----	78 66 31 103 57
A fair sized piece of something -----	69 75 121 46 30
Blinked one eye -----	87 119 9 90 73 14
To honor, as by a discharge of cannon -----	91 12 4 2 41 82

P Hideous, or offensive -----	40 93 128 11 38 81
Q Glossy, or bright -----	68 107 130 51 21
R Bottom of a foot -----	72 28 86 108
S Kind of dress girls wear at debuts -----	84 8 116 15 67 3
T Entertain -----	70 100 53 122 99
U This and flowers as gifts for the sick -----	131 96 44 113 92
V Loud noises from cannons---	101 10 79 98 77
W Totaled -----	123 112 52 104 74
X In a little while -----	114 110 120 13
Y Made more comfortable ---	95 117 56 97 125

(Solution on page 28.)







H. Armstrong Roberts

Proper camping equipment is an aid to enjoyment in camping out. Note the good basic equipment shown here.

by  
Beth M.  
Applegate

# Look Who's Camping Out

HIGH UP IN the Colorado Rockies, above Gunnison, where the road ribbons upward to the Taylor Reservoir, we pulled into a small park set in tall Lodge Pole Pines one evening last summer.

"Well, here's home for a day or two," my husband said, pulling the tent from the station wagon. "Looks as if we have neighbors."

A tall, thin man from the next camp approached us, extending his hand. "My name's Grayson," he said. "I was wondering if you had a pair of pliers. I can't get the screw top off my gas can."

The pliers were supplied and a conversation was initiated between the two. Mr. Grayson had his eleven-year-old son and a six-year-old daughter along with him. He was a doctor from Omaha, Nebraska, out on a three weeks' camping trip. His wife, a pleasant-spoken woman in blue jeans and a plaid shirt, came over. We introduced ourselves and began talking about camping techniques.

"But I thought doctors traveled deluxe," I smiled. "Tenting's for plebians."

"Tenting is for anybody who really loves nature," Mrs. Grayson twinkled good-naturedly. "We've gone camping every summer, now, for the past three years. We all love it. You're a little closer to God in a tent."

At Estes Park, several days later, we camped high up near timber line in a cold drizzle.

"Hey, let me help you put your tent up," the man who had camped nearest to us said, and he began to drive stakes along with my husband. He was a lawyer from Oklahoma City, Oklahoma. He and his wife and six-year-old daughter were "just drifting" they called it, seeing as much territory as they could in the two weeks they had allotted themselves, and yet, not pushing. "That's why we're camping," the lawyer explained. "This way, you can stay as long as you want, pack, and take off to the next place. There's always a park with camping space in the National Forests, and when we can't find a park, we'll settle for a farmer's orchard, or wood lot, or the front yard if he's agree-

able. However, we always make a point of getting his permission before we pitch camp."

At Yellowstone, we camped next to a dozen college boys from Seattle, Washington, who were taking in the sights inexpensively. They fished, explored, swam, and sang around their camp fire at night and sang college songs, wrestled, argued, and carried on like a bunch of frolicsome, young puppets. The biggest bone of contention among their lives seemed to be who was going to serve as cook for the day.

At Avalanche camp ground in Glacier National Park, where we nearly froze to death, and were scared to death by the too friendly bears; we camped next to a real estate man and a carpenter. Good neighbors, both of them.

"Nothing like camping," they agreed, as they piled the wood onto their fire, and turned their backs to the blaze, shivering in the while.

The campers were everywhere. There were big tents, little tents, umbrella tents, center pole tents, otherwise, floorless tents, lean-

## Some hints on going camping.

nts, trailer tents, old tents, new tents, not to mention the trailer-cases. The campers in them were a cross section of the nation, rich men, poor men and those of moderate circumstances.

Some brought the most elaborate camping outfits, new and gleaming, collapsible washstands, folding cupboards, shower screens. Others carried only stove, food, sleeping bag, axe, and matches. The average camper took as little as possible with him, packing his equipment into as small a space as possible, packing tightly to avoid rattles and so that he could unpack first things first. We got to the point that whenever we spotted a canvas-topped car rack, or a station wagon loaded with sun-colored bags, we recognized a yellow camper.

Camping is a rough disagreeable type of life, the home-tied individual will say, ridiculing this primitive type of life. Why leave all the comforts of home for a bed on the ground, a battle with the insects for every bite of food? Why be cold and uncomfortable when you don't have to be?

Why? Because, as I've been told by many a camper, nothing is so close to God as the clean, sweet smell of mountain air early in the morning. Nothing is so exhilarating as rolling out of your sleeping bag on a brisk morning to splatter ice water from the stream into your face, and sniff that crisp, morning air. Nothing makes bacon and eggs and hotcakes taste so good, or disappear so fast as that long, sound sleep in the fresh air. Some campers don't even bother to pitch their tents, but crawl into their sleeping bags under the stars—that is, if the country isn't loaded with mosquitoes.

Why are campers so enthusiastic about camping? Because, there is no other way to get so close to nature. In Yellowstone, we saw buffalo grazing only a few yards from where we stood, hidden in the tall trees, watching them. A moose plunged through the marshy swampland close to camp, burrow-

ing its nose in the watery bog to obtain food. We learned to identify strange birds. The children climbed trees without being told to get down or stay away. They became as sure-footed as mountain goats. Chipmunks and field mice performed for them, feeding on crumbs from their hands. They learned patience by sitting very still and waiting for the little animals. Field mice played a nightly game of running up the sides of our tent, and sliding down. At first the strange sound made us uneasy, but when we recognized the shadows we were delighted. Soon it grew commonplace and we fell asleep listening to the soft little patter-patter—shhsh sound.

A tenter hears the night wind whispering in the trees, the rushing roar of the river over the rocks, the lap, lap, lap of wavelets on the sandy lake beach, the rustling whisper of the aspen leaves talking on a sunny afternoon. A tenter lives close to the changes in the weather. He's in the open most of the time. He watches cloud patterns form and change. He sees pictures in the clouds. He has time to dawdle and to dream. His ears and his eyes teach him, and his fingers learn the roughness of yellow pine, the smoothness of the birch and aspen, the shape of leaves, jagged, rounded, lobed, long and narrow as the willow, fat and slick as the cottonwood.

A tenter hears the chorus of frogs in the evening dusk, the crackle of firewood, the chirrup of a conceited cricket. A tenter smells crushed mint leaves by the stream; the medicinal smell of yarrow; balm of Gilead, camphoric and strong; pine sap in the morning sun.

A tenter learns to use all of his senses, and to put his brain to work to figure out things. What animal made that hole? Who lives in that conical house in the water? What animal's tracks are these? And, more practical matters. How can I find my way home? How can we fix a shelter for cooking; make a shelf for the food; fix a cooler in the stream?

Children profit from camping out. They learn that life can be primitive, that nature in the raw is sometimes rough and cruel, that man must protect himself by using his mental facilities to better whatever situation confronts him. Steam heat, hot water, and modern plumbing are truly luxuries, and appreciated as such, after a few weeks of camping.

City children discover the thrill of finding wild strawberries among the leaves; of plucking wild raspberries from beside a stream; of cracking hazelnuts from native bushes; and learning the bitter, mouth puckering taste of chokecherries; the sweet, ripe goodness of huckleberries; the taste of fresh fish caught, and potatoes baked in the ashes.

They learn also geography and history in old cities, forgotten ghost towns, dead mines, quarries, oil wells, and the farms through which they pass.

What should a beginner take on a camping trip? Essentials are always the same, first the tent—it should be small, light, easily handled by one man, and of simple construction so that it can be put up quickly. Ours can be put up in five minutes flat. Next, a small gas stove and stand for cooking will speed the meals, save pots and pans from blackening, and keep your wife happier. Then, there must be pots, pans, a pail for carrying water, dishes, cooking utensils, an axe for firewood, rope for the clothesline and tent tying, nails for making hangers on trees, a small shovel for digging drainage channels about your tent in case of rain and for digging fish worms, ample bedding if sleeping bags are not available, and—perhaps not essential but to me most important—air mattresses which will take all the bumps out of your bed, and keep you warm from the underside. A gas lantern comes in handy for after-dark dishwashing and lighting your way to bed. A metal box will keep the mice from eating your staples, and

*(Continued on page 28.)*



# W I L B U R



"Your resignation is declined."

## Biblegram Solution

(Biblegram on page 25.)

**SOLUTION:** "Full of honor and majesty is his work, and his righteousness endures forever. He has caused wonderful works to be remembered; the LORD is gracious and merciful." (Psalm 111:3-4)

### The Words.

A Sheriff	M Chunk
B Green	N Winked
C Sorrow	O Salute
D Shovel	P Horrid
E Jesus	Q Shiny
F Dugout	R Sole
G Inches	S Formal
H Ranch	T Amuse
I Trees	U Fruit
J Ride	V Booms
K Limber	W Added
L Wharf	X Soon

Y Eased

## Earning and Learning

(Continued from page 12.)

If his business is a real success he will discover that he must file a tax return if he earns more than \$600 a year.

You can help your young businessman get the information he needs. He can write to the Town Clerk's office in the City Hall for local restrictions. The clerk at the County Court-house will brief him on county law. For state regulations, the State Departments of Commerce, Labor, Agriculture, or Health will cover almost any business he may decide to enter. The field office of the Department of Commerce nearest you, or the office of Small Business in Washington, D. C., will be co-operative in providing needed information on federal law.

Finally, what about the money he earns? Is it his to spend or save as he pleases? Does it go into the family "kitty"? Does he "owe" a percentage of it to Mom for board money now that he's old enough to help earn his way? Should he be obligated to finance his own leisure activities, or his ever-increasing clothes needs, or save his funds for future education?

No one can give you a pat answer. It all depends on your own family situation and finances, or family custom and on the teen-ager's own personality and attitude. The important thing is that parents and offspring should have a frank talk about the use of that money before he brings home the first pay check. There should be full understanding and agreement about the subject on both sides.

Keep in mind however that your child may lose all ambition and desire

to work if he is not allowed to enjoy at least a portion of the fruits of his labor. Incidentally, you may be most pleasantly surprised at his generous and responsible attitude about the money which he has earned.

A teen-ager's job may prove to be an on-again off-again sort of proposition at first. He is still feeling his way, testing his own strength against the world. He may become discouraged rapidly only to start again in some other field a few months later. Help him and steady him as much as possible.

American teen-agers are often accused of being light-minded and frivolous. Some of the criticism is often justified, but most of us also know at least one of the many, many teen-agers who get good grades in school, hold down worthwhile part-time jobs and still maintain a happy cheerful attitude toward life. They're a pretty fine lot, after all.

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## Look Who's Camping Out

(Continued from page 27.)

an ice chest is recommended for perishables. Bring a tarpaulin or a piece of plastic to cover your supplies in case of rain. There should also be flashlights with

spare sets of batteries and plenty of warm clothing for high country. Lighter garments for lower altitudes, simple, easily washable clothing which does not require ironing. Raincoats, mosquito repellent, and overshoes for wet weather, will likewise be appreciated. Light-weight, aluminum chairs will make life more comfortable.

Now—where to go? Every state maintains some type of public relations office. Sometimes this is handled through the Department of Highways and Roads, sometimes through a publicity department. By addressing a post card to one of these offices a wealth of material can be obtained regarding state-maintained camps, their location and what each camp will supply. Likewise these same bureaus will furnish you with maps of colorful and interesting places to see and suggestions of things to do. The Department of Interior will also furnish you with information regarding camps in National Forests and the District Office of the Forestry Service is most helpful. Consult the Chamber of Commerce or a ranger at the closest station.

Relax, enjoy yourself—and next year, we know you'll be back in God's great outdoors, worshipping Him.



# Family Counselor

**2. TWO YEARS AGO** a couple with a grown daughter (eighteen years old) and a smaller daughter, five, rented down the street. All the children here play in interchangeable groups. Donna, the newcomer, couldn't play with more than one child at a time.

She was also insolent and rude to the mothers. She would arrive at my door every morning right after breakfast. I would ask her to leave shortly before noon as we had an early lunch and I knew she had to leave for school around 12:30.

This same type of thing went on in the other homes in the neighborhood and I think it is a point in our favor that the disobedience and lack of respect soon stopped. We also stopped the nighttime visits when Mother and Daddy would send her up as they wanted to go to the beer tavern. What we have not stopped is her ugly and vulgar talk.

The mothers in the neighborhood have discussed Donna many times. The only suggestion I have heard to improve the situation was "get acquainted with her parents." One of the women did. Soon she was being asked for the loan of groceries and money.

During the last school year, I had Donna sick and well every morning at 7:00 A.M. (School starts at 9:00 A.M.) Her mother never bothered to stay home during her illnesses and even with the "hard" measles, Donna was away from my house only three days. As a result my baby caught the measles. I forbade my child to play with Donna after this, and mine was the last door to close on her.

My position is this: She has to have constant supervision and I can no longer give this.

Nevertheless, I want to be a Christian in this. Just what is our duty toward our neighbors?

**A.** YOU CERTAINLY are faced by a difficult problem, one that has no clear-cut "right" or "wrong" solution. It is not surprising that you should feel you must close the door of your home to Donna and yet your fear lest you have not made the right decision seems to be grounded in your genuine Christian sensitivity to the needs of Donna and your desire to be a good neighbor. The question then remains, however: What can be done?

1. Even though you hesitate to get acquainted with Donna's parents, should you not endeavor to do so? It would seem that even though their background and interests are quite different from those of other families in the neighborhood, they should not be ostracized by those in the community. The least you can do as a Christian is to try to be friends with them. If possible, the first two or three contacts should be for the purpose of getting acquainted.

2. Would it not be well, also, to talk quite frankly with Donna's parents about the situation. You could let the mother know that you are happy to have Donna play with your children when *she is well* and when it is convenient for your family to have her present. Try to do this so that the mother

knows she must assume herself some responsibility for Donna. If her work keeps her away, suggest the importance of getting someone to look after the child.

3. If the mother does not respond, see if you cannot get the co-operation of the older daughter.

4. If you cannot secure co-operation, you will want to rethink what is best for Donna. Certainly you do not want to make her suffer unduly because of thoughtless parents. Remember, too, that she is just five years old and evidently is capable of responding to guidance from the neighborhood.

Guide, direct, and correct Donna as you would one of your own children, when she is in your home. Do not expect her to change in a day, but by patient understanding and guidance, she should continue the improvement already made.

You should not be expected to let Donna be at your home so much that your own family life is ruined. It would be hoped, therefore, that other parents in the neighborhood might reconsider their decision to bar Donna from their homes. Would it not be possible for them to enter into a sort of unwritten agreement among themselves that they would share looking after Donna?

5. Consult Donna's teacher and the school counselor.

6. Are Donna's parents members of any church? If not, perhaps you can encourage your minister to visit, hoping that through his ministry they may be led to assume more responsibility for building a wholesome family life.

*Donald M. Maynard*



## STUDY GUIDE

(Continued from page 24.)

### 6. Audio-visual programs

The use of slides, filmstrips, movies, and other audio-visual techniques greatly enhance a program. Check closely these resources within your community. If the program is to be worth-while, do not rely entirely upon a given audio-visual procedure but use it only to stimulate discussion from the group on the topic.

### III. Discussion Questions

1. Do you agree with the author that girls and boys should *both* be prepared for vocations rather than to concentrate upon the work preparations of boys?
2. What would you add or subtract from the list of suggested guidelines?
3. Do you agree that all professions should be honored above all other vocations? Why, or why not?
4. Why is it that vocational choices are easy for one child but very difficult for another?
5. Just how far can parents influence

their children's choice of a vocation?

6. Do you approve of a child changing his mind once he has started training for a given occupation?
7. Is it true that children tend to rebel against parental wishes as they get older?
8. If your child expressed an interest in music, just how far would you go to encourage this interest?
9. How can parents conduct their home so that children will want to bring their problems to them?
10. Just how does religious training influence vocational choices?

### IV. Source Material

#### Films:

"Choosing Your Vocation," ERPI, Encyclopedia Britannica Films.  
 "Why Study Science?" Young America Teaching Films, McGraw-Hill.

#### Publications:

Berdie, Ralph F., *After High School—What?* Minneapolis, The University of Minnesota Press, 1954.  
 Brownstein, Samuel C., *College Bound*, Great Neck, New York, Barrons Educational Series, Inc., 1957. This contains plans for colleges and careers, plus nine hundred and

eighty-four colleges and universities listed together with maps and descriptive data.

Cohen, Norman M., *Vocational Training Directory of the United States* 1958, Third Edition, Potomac Press, 2607 Arlington Blvd., Arlington, Virginia. Gives information on over seven thousand private and public schools, and discusses seven hundred semi-professional, technical and trade courses.

Erickson, C. E., *A Basic Text for Guidance Workers*, New York, Practical-Hall Inc., 1947.

Public Affairs Pamphlets, "How to Teach Your Child About Work," FL 216, Public Affairs Pamphlet, 22 East 38th Street, New York, New York.

Science Research Associates, Life Adjustment Pamphlets, Second Series, The Associates, 57 West Grand Ave., Chicago, Illinois. Describes various vocations and the training behind them.

United States Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, 1958 Edition, Bulletin 1215. Employment information on major occupations for use in guidance.

## SEA CAP

(Continued from page 21.)

was said about the experience of the morning. He did join his mother for the walk at sunset time.

"Don't worry too much, Jerry dear," she said softly. "It is pretty big! You have to get used to it. If you had someone your own age here it would be easier for you."

Jerry's eyes were fastened to a spot out on the sea. "Look, Mom—there's a boy swimming out there! See his head? He's swimming with the waves—not letting them bash him!"

"Jerry, it does look like someone! No—O Jerry—it's a young seal! Look how beautifully it is doing! It's just a baby, too. Bless it! So brave!"

Jerry's father didn't go swimming after that. He didn't have time. Jerry thought he'd never spent such a long, lonely summer. He'd put on his swimming trunks each day and go down to the edge of the smooth, warm beach, but he didn't venture out. He spent his time watching the big breakers foam and spray. Best of all he liked watching the small, choppy waves—his mother's "sea caps." Often the beautiful gulls flew over, their thin cry a little lonesome-sounding to Jerry's ears.

Jerry began taking tid-bits of food down to the shore, and soon some of the big graceful birds began coming quite close. Jerry envied them as they swooped low over the big ocean. He watched

whole groups of them standing on Bird Rock, far out in the sea.

"Some dinner plate!" Jerry exclaimed aloud one day, as he watched one taking a choice morsel from the edge of the sea. "Nothing like having dinner served up by the big Pacific!"

The gulls became his best friends. He found their thin cry no longer a lonely sound. The notes blended with the ocean's music, making a nice song.

It was while he was watching the "sea caps" quite some distance from shore and listening to the gulls' song that he noticed a very round whitecap.

"That's a funny wave!" Jerry exclaimed. "They're usually pointed!"

He looked closer. Suddenly he ran to the edge of the sea, following the outgoing water.

"It's one of my gulls!" he cried, but there was no one to hear. "It's hurt! That rough sea will drown it!"

The choppy whitecap which held up the wounded bird was caught up in a big wave and the poor gull was washed near to shore. Jerry reached out, but the water swept the hurt bird away again. Jerry kept wading out farther and farther. The waves were large and fierce as they broke. He thought of the baby seal.

"If I could only be brave like the little seal!" he wished aloud.

He began to paddle out on a momentarily calm sea to reach his bird-friend. Just then it seemed like a mountain of water loomed before him. Jerry swam madly ahead of it, the foam burying

his head for an instant. Now fierce he went into the sea.

When the next big wave came remembered his father's instructions "Dive under it!" Under he went. He reached the injured gull. Now he had one hand for swimming.

"The baby seal swam with the waves," he thought. "Maybe I can too. I can't have my poor sea-cap gull bashed anymore by those waves."

Jerry swam with the waves. He himself be lifted by the big ocean swells. And then when the quick, gusting surf came heavily at him, putting the gull carefully under his arm, he paddled fiercely with the remaining hand. Jerry and the gull rode in on the white, luxuriant foam. They were safe!

Mother and Dad were proud that night when he told them the story at sunset. They helped Jerry with "Sea Cap." The gull became a fine pet.

"Son, the man of real courage is the one who forgets his fear to save another's life. To 'Sea Cap' you are a hero, and your Mom and I think 'Sea Cap' is right. I have some good news for you. The new unit manager is going to live just around the cove. He has a boy, Vance, just about your age. I think this is quite a summer for new friends," Dad said.

Jerry thought it was a wonderful summer! Boy! Vance and "Sea Cap" and he could all go swimming. Maybe they'd meet the young seal sometime and he'd be their friend, too.





# BOOKS for the hearthside

## For Young People

Stagecoach holdup, Indians, and robbery give true Western flavor to Gordon D. Shirreff's recent book, *Swiftwagon* (The Westminster Press, 1958, 171 pages, \$2.95). The story begins with young Alec King and Mike Parsons, the station manager, waiting for the stagecoach to come. Nightfall is fast approaching and still no coach. Alec mounts his trusty pony, Biscuits, and rides to meet the coach. Could the Apaches be involved in the coach's delay? Will the driver make it to the station? Alec is vitally interested and so is his father. Rival trouble with Ross Corson causes Father and son to be especially anxious as Ross Corson already has a thriving coach line. Alec's father was working hard to build a road through to Tres Cabezas in time to keep his mail franchise. Already the Indians had killed one man and wounded two others and the road-building gang had been thoroughly scared. Things look pretty dim and discouraging. For teen-agers who enjoy reliving the wild, western days, this book will be a special treat.

The attitudes, fears, doubts, beliefs of the people of Thanet, England, A.D. 551-865, are recaptured through the historical fiction, *The Sword of Ganelon*, by Richard Parker (David McKay Company, Inc., 1958, 208 pages, \$3.50). The reader is taken into a rustic, peasant life told through the adventures of Binna and his family. Superstitions are the order of the day—very natural, believed, and taken for granted. In this connection, Old Oxa, a maker of salves, ointments, and healing draughts from green stuff, toadstools, tree barks, and twisted roots, is one of the interesting characters that the reader meets. Binna's encounter with a bear, his introduction to wolf hunting, and his obtaining of the Sword of Ganelon from Eric are a few of the many adventures

described. The illustrations by William Ferguson are picturesque and translate the times quickly. Of interest are the alphabets included in Part III and in the appendix: the Tree Alphabet; the Skin-Letters and Runes. Teen-agers who are looking for a different type of adventure story and who want to experience the feelings of the people rather than a study of facts in history will find this an exciting novel.

## For Children

Children from 7 to 11 will enjoy *Matilda*, by Le Grand (Abingdon Press, 1956, 64 pages, \$2.00). Matilda was a goat who once lived in New York City, near Columbia University. How she was able to help the football team win and how she became a favorite of the students on the campus make an amusing tale. The hilarious pictures by the author add to this entertaining story.

Boys and girls from 9 to 12 will respond to the appeal of *Son of the Lamp Maker*, by Sterling North (Rand McNally and Co., 1956, 62 pages, \$2.00). This is a might-have-happened story of Jeremy, who had become a thief in order to provide food for his sick father, his patient loving mother, and himself. His meeting Jesus and the blessings that came to the family cause them to become followers of Jesus. How Jeremy tries to save Jesus from death and how he follows Jesus through all the sad hours to the resurrection make a powerful story. The combination of the text and the illustrations by Manning deV. Lee will help to make children aware of the fact that it took more courage for Jesus to go to Jerusalem and face all that awaited him there than it would have taken for him to run away.

## For Adults

A tried and true help for Bible students is now available in *Westminster Introductions to the Books of the Bible* (Westminster Press, Phila., 1958, 224 pages, \$3.75). This book picks up the material from the well-known *Westminster Study Edition of The Holy Bible* and prints it under separate cover. Here is basic information about how God speaks through the Bible, what and why he has spoken, the history of the development of the Bible, the gathering of the books of the Bible into one book, the translation of the Bible from the original Hebrew and Greek into Latin, English, and many other tongues, and the 66 books of the Bible. Problems on authorship, date, where written, and why and to whom, are discussed for each book. Only one bone can be picked with the publishers. Since this material was entirely reset why was it not brought completely up to date, namely to 1958 instead of 1950 or earlier? There is no mention of the Dead Sea Scrolls and only the New Testament of the Revised Standard Version of the Holy Bible is referred to as available. This book should be a companion book to the Bible in every home.

More helps for the person who wants to know his Bible better can be had in a new series called *The Daily Study Bible Series* (Westminster Press, Phila., each volume, \$2.50). The series is written by William Barclay and each volume contains his translation of the New Testament, each brief passage for daily reading is accompanied by an interpretation. Studies are now available on Mark, Luke, John, Acts, Romans, Corinthians, and Hebrews. The author is a professor of New Testament at the University of Glasgow. This series originally appeared in Scotland.



# OVER THE BACK FENCE

## That Rare Day in June

"What is so rare as a day in June" that does not have some national observance attached to it? To list all such occasions would demand too much time, space, and research. Note only a few that the churches honor: Children's Day, Pentecost Sunday, Flag Day, Fourth of July Sunday (some years), Achievement Day, and June weddings innumerable!

Last year a new national observance was established and the first Sunday in June was officially designated as Recreation Sunday. For some time June has, among other observances, been known as National Recreation Month. Of course, recreation is not confined to June any more than love for Mother is limited to Mother's Day. The observance is intended to call attention to the significance and importance of recreation to individuals and to the nation.

A loose definition of recreation is: Recreation is what one does with his leisure time. What one does with his leisure time will either re-create him or wreck him. Since time available for leisure activities is constantly increasing the importance of recreation cannot be overestimated, even by the church. Surveys indicate that most Americans today have more hours for leisure-time pursuits than they give to their occupations. High finance is also involved since educated guesses put the sum spent for recreation each year at around 35 billion dollars.

Parents and families receive special attention during the second week of June according to plans of the National Recreation Association, sponsors of Recreation Month. Information may be secured from

that organization by writing them at 8 West Eighth Street, New York 11, N. Y.

*Hearthstone* provides something in every issue that will help make leisure time re-creation time for families. Read the article on camping in this issue and look for one on Worship Opportunities in National Parks in July.

Let us finish the words of James Russell Lowell with which we began:

And what is so rare as a day in June?

Then, if ever, come perfect days;

Then Heaven tries earth if it be in tune,

And over it softly her warm ear lays.

## Peacetime Conscription to End?

Will June 30, 1959, see the end of peacetime military conscription? Unless Congress has already or does during June vote to extend it or substitute another plan, it will automatically stop.

Church groups, educational groups, labor groups, and many military men have in one way or another opposed the present system of peacetime conscription. It has been called wasteful of money, of time, of youth, and of some lives. It has been condemned as ineffective in achieving any real military purpose in our day of highly complicated mechanical and nuclear warfare. Indeed, there is an increasing feeling even among many military personnel that ending the draft would be no great calamity.

If the issue has not been decided by the time you read this if you as parents, mindful of the waste involved for your young men, are opposed to peacetime conscription, which is contrary to the traditions of our nation, if you would like to see the end of this system, then write to your senators and representatives your views. Congressmen all say that written views from their constituents are read and carefully weighed.

Your written word does count. SO WRITE!



# Poetry Page

## Flowering

Earth blooms now in a thousand wondrous ways.  
Each tree's a bower. Every plant is proud  
With spreading petals, and the summer days  
Are like a golden chain. The wood is loud  
With bird-song. Truly, God is everywhere.  
His hand gives color to the crimson rose  
And feeds the fledgling. All things lovely share  
His endless bounty. Each bright grass-blade shows  
The Father's goodness. Every fruitful plain  
Is blessed by Him. . . . And my glad heart must sing  
For I, too, find God is my sun and rain  
And in His love I, too, know flowering.

—Marie Daerr

## Collector

Patiently, contentedly,  
He catches butterflies;  
Sorts and mounts and studies them  
While he identifies  
Each smallest one. They are,  
Besides these happy hours,  
Geology, geography,  
Summer, sunshine, flowers.

There's not in any man I know  
Enthusiasm so alive!  
It keeps his nerves and heart intact—  
And himself young at eighty-five.

—Ray Romine

## This Happy Breed of Men

There have been races like the singing leaves  
Time's roaring wind has shaken from the bough;  
And others, useful grain cut down in sheaves,  
The fields gone back to scrubby woodland now;  
And there were trees, their centuries of pride  
Brought down by lightning in one screaming hour,  
And there were blossom-races sprang and died,  
Leaving thin air to mourn the vanished flower.

We are the grass. Cut down, we grow again;  
Burned over, roots take hold against the heat.  
After long drought the merest mist of rain  
Finges with green our dryness of defeat.  
Cement us down, we break the pavement's back  
And push new blades through every hairline crack.

—Nacella Young

## Enlightenment

Slashed were the clouds by  
fiery red fingers,  
Bowed were the trees with the limbs  
curling under,  
Dusty the air—deep scented  
with pollen,  
Shaky the earth from the force  
of loud thunder.

After a flood of silver-  
white raindrops,  
The lightning subsided—the earth  
became calm—  
And I, who had witnessed the fury  
of Nature  
Understood in its fullness the  
twenty-fourth Psalm.

—Alice Whitson Norton



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